**Like Van Gogh: Where We Are in Place and Time -- Kindergarten**

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| **LESSON ELEMENT** |  |
| 1. Common Core Learning Standard(s) Addressed:   K.V.1.1 Identify Materials K.V.1.2 Create art about oneself  K.V.3.1 Use a variety of materials safely and appropriately. K.V.3.2 Use a variety of media to create artwork  K.CX.1.3 Recognize key components in artworks from different artists  K.CR.1.2 Explain personal artwork in terms of media and process | |
| 1. Learning Target(s): (What will students know & be able to do as a result of this lesson? 2. Create biographical pictures of bedroom, neighborhood and self using crayons, markers, and paints. 3. Use all materials as demonstrated. 4. Choose artworks for display based on the materials used. 5. Identify similarities and differences Van Gogh examples and examples by other artists 6. Identify similarities and differences between their artwork and their classmates artwork | |
| 1. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like?) 2. Naming personal details in their artwork. 3. Explaining how to make objects recognizable to viewers. 4. Compare artwork in table groups to prepare for the Gallery Walk at the end of the unit. 5. Identify Van Gogh reproductions from a group of pictures | |
| 1. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?) 2. Students will create a marker drawing of their bedroom 3. Students will create a pencil drawing of their neighborhood. 4. Students will create a self portrait painting. 5. Students will play a poker chip game to identify Van Gogh paintings, landscapes, and portraits. | |
| 1. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?) 2. Artist reproductions: Van Gogh and other artist examples of portraits, rooms, and landscapes. 3. SMART notebook file: Numerous art examples by Van Gogh and various artists grouped by subject (rooms, landscapes, and portraits | |
| 1. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)   Children are seated at table groups to allow collaboration and cooperation . Preferential seating is provided as needed. Information is provided to students in many different ways to encourage access through multiple senses. | |
| 1. Incorporating higher level questioning (Revised Blooms Taxonomy) : What are possible questions you will use to address various levels of Blooms? 2. Naming the objects in the artworks. 3. Comparing the objects in one reproduction to another. 4. Interpreting the subject of the artwork from the details provided by the artist. 5. Creating differences in their artwork from the examples. | |